

# OBJECTIVES

- Explore your role in creating school wide discipline standards
- Review positive behavior strategies that work with at-risk students

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

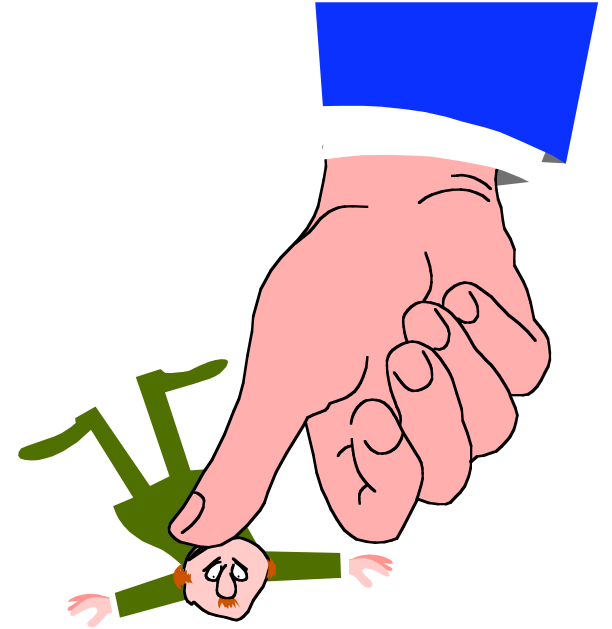
Haim Ginott

# DISCIPLINE MYTHS AND MISCONCEPTIONS

- DISCIPLINE WORKED BETTER
- GRADUATIONS RATES:
- 1990 75%-79%
- 1946 48%
- 1900 6%

# Punishment Has Power

- Role-bound Authority
- “Get Tough Attitude
- Take Recess
- Call My Mom
- In School Suspension
- After School Detention



# The Basics

- Behavior Is Learned
- Teach The Behaviors
- Structure For Success
- Monitor
- Reinforce
- Mild Reprimands
- Continuous Feedback

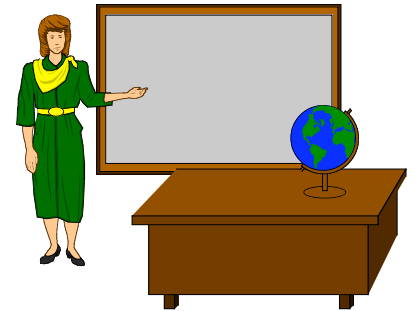


# BEHAVIOR IS LEARNED

- If you expect it, teach it!
- Social Behaviors Were Taught At Home
- Today Children Are Raising Children
- Dysfunctional Families Who Don't Know How To Teach Behaviors Or Who Are Not Capable

# TEACH THE BEHAVIORS

- Determine What The Behavior Looks And Sounds Like
- Determine Steps Involved
- Teach - I Do - We Do - You Do
- Provide Lots Of Practice



# Application

- List areas in your school that could benefit from school wide discipline standards.
- Do a T Chart for one area

# MONITOR

- MONITOR
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# REINFORCEMENT

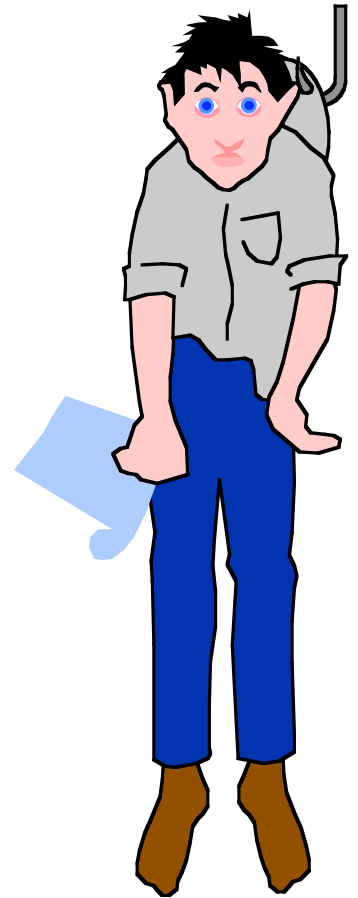
- Praise
  - high level
  - Proximity
  - don't wait for thanks
  - specific
  - high rate in the beginning
  - unpredictable intermittent to maintain

# Other Rewards

- Use the natural rewards in your classroom
  - Preferred activities such as Math Bingo or Partner Reading
  - Try praise first
  - Small challenges to improve behavior over time
  - Picking a friend to do an activity with
  - Earning a reward for the classroom

# Mild Reprimands

- Unemotional
- Specific Positive Direction
- Move Away Quickly



# Consequences

- We need a repertoire of small, common sense consequences that we WILL use
  - 1 minute timeout from future activity
  - Walk where you have just run
  - Go to the back of the line
  - Move away from the activity causing a problem

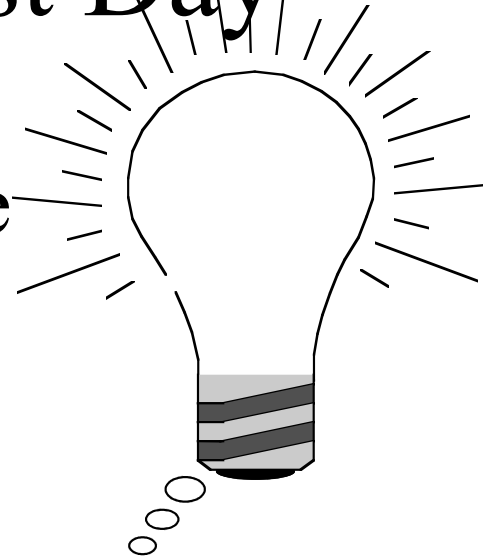
# CONTINUOUS GROUP FEEDBACK

- Three Positives To One Negative
- All Year Long!



# Structure For Success First Day

- Meet At The Door With A Positive Greeting
- Daily Routine Assignment
- Teach Your Attention Signal
- Teach Your Most Important Rules
- Teach Procedures As Needed



# Structuring For Success

- Avoid The Void
  - All materials prepared ahead of time
  - Eternal assignments
    - “Work until I tell you to stop.”
    - Not, “Do 3 problems”
- Room Designed For Easy Monitoring
- Create Consistent Procedures For Everything And Always Use Them

# COMMON AREA IDENTIFICATION

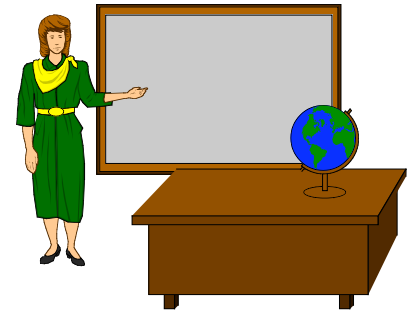
- Any area that is not consistently under the direction of the students' classroom teacher
  - cafeteria
  - hallways
  - bus lines
  - bathrooms
  - bus rides
  - playground
  - assemblies
  - library

# GROUP DISCUSSION

- Determine The Common Areas For Which You Wish To Have Rules
- Decide How You Will Have Rules Formulated
  - ⇒ Whole Staff?
  - ⇒ Committees?
  - ⇒ Will Non-teaching Staff Be Involved?

# TEACH THE BEHAVIORS

- Determine Precisely What The Behavior Looks And Sounds Like
- Determine Steps Involved
- Teach - I Do - We Do - You Do
- Provide Lots Of Practice



# T Charts

<b>What Should it Look Like?</b>	<b>What should it sound like?</b>